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ABSTRACT

This program guide outlines procedures for establishing a career center in the secondary schools. It consists of an introduction and four major sections. The purpose and basic philosophy underlying the career center is outlined in the introduction. Following brief descriptions of 30 typical career center activities, the following aspects of center organization are discussed: administrators, advisory committee, staff, facilities, areas and stations, and college information. Publicizing center events (via bulletin boards, daily announcements and daily bulletins, career center newsletters, and radio and television spots) are covered. The fourth section deals with program assessment. A form for a community resource directory, an employer follow-up questionnaire, a job posting card for placement activities, and structured interview questions for audio tapes are appended. (MN)

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ESTABLISHING A CAREER CENTER

IN THE

SECONDARY SCHOOLS

Georgia State Department of Education
Atlanta, Georgia

1981

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Developed by:

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GEORGIA COMPREHENSIVE GUIDANCE PROGRAM

GUIDANCE AND COUNSELING UNIT

STUDENT SUPPORT SERVICES

GEORGIA DEPARTMENT OF EDUCATION

ATLANTA, GEORGIA 30334

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State Superintendent of Schools

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INTRODUCTION

The purpose of the career center is to provide continuous guidance services to junior high school or senior high school students. The comprehensive career center should bring together available career information and exploration resources and make them easily accessible to students. Its underlying philosophy is self-help through understanding. Career centers are designed to organize resources, both human and material, into a unified system so that they are readily available, accessible, and appropriate for students.

This type of guidance system is pro-active rather than reactive. The career center is designed to be the hub of the career guidance, counseling and placement activities of the school. Effective planning involving all facets of the educational community will lead to a center which provides a vital resource for all. In fact, if career is viewed as one's total life, then the career center becomes a life resource center. Viewed in this way, the impact of the center on school and community can be substantial.

The career center is tailored to the changing needs of students. The career center provides space for groups of students, guidance personnel, community members and teaching faculty and includes them in the service. This fosters the concept of team functioning in regard to career development rather than placing sole responsibility on the shoulders of the counselors. The facilities and atmosphere promote the developmental use of the center, and it becomes known as a service that all students can use as compared to a crisis service that is utilized by only a small minority of the student body.

The services provided by a career center should be designed to complement the academic preparation of students. The career center should provide the following basic functions:

1. Exploration and Assessment of Interests, Capacities, Values and Goals. The student will be able to utilize self-exploration materials and assessment devices that will provide feedback to the individual in regard to interests, capacities, values, and

goals. The purpose of this function is to provide a base of self-understanding from which the individual can view careers.

2. Obtaining Occupational and Educational Information. The student will be exposed to occupational information, including trends, on a national level. Individuals also need to become aware of educational requirements for specific occupations.
3. Opportunities for Enrollment in Training and Educational Programs. The student will be able to obtain information on vocational, technical and advanced educational programs that may be of interest. Subsequent information on scholarships, testing and financial aids will also be available.
4. Obtaining Career Planning and Counseling. The student will be able to participate in long-range career research and planning including, but not limited to, occupational planning. Career counseling will be available to students who desire in-depth exploration with the counselor.
5. Obtaining Local Job Market Information and Placement. The student will be exposed to local job market information and have an understanding of how to obtain a local position. In addition, the students will be aware of local job opportunities and encouraged to build job experiences.
6. Career Exploration and Career Development Groups. Groups of students will be given the opportunity to explore careers in relation to their total life.

Classroom teachers should make great use of the career center and the services it offers. Since the center is an excellent source of current career information, the teachers should provide assignments which require students to use the center. The assignments could vary from conducting research projects on careers of interest to attending a guest speaker's presentation. Teachers periodically should review materials within the career resource center for any that might be useful in their classroom activities. Various career games, kits, filmstrips, and films provide an added dimension to subject matter activities. Career center staff should assist teachers in selecting appropriate materials or in providing suggestions for career development activities.

Other schoolwide programs and activities can emanate from the career resource center. These include job placement programs, work experience programs, career days, college recruitments, field trips, and other similar activities. Computer-assisted career guidance programs are becoming more and more popular. The career resource center is a logical place for the computer terminals to be housed.

TYPICAL CAREER CENTER ACTIVITIES*

This section provides suggestions for activities that can be conducted through the career center.

Career Day. Local area persons representing as many occupations as possible are brought into the school to speak about their careers. Students provide input for deciding what types of occupations should be represented.

Mini Career Days. Occupational clusters are studied one at a time. On each day this activity is presented, a different cluster is explored. Speakers, films, and displays focus on the appropriate cluster.

Student Guide. A handbook is provided for high school students which provides information on how to obtain a job, (job interviewing, completing a job application, etc.) and on postsecondary educational opportunities (apprenticeship programs, vocational-technical schools, colleges and universities). The handbook is updated each year in order to assure accuracy of handbook contents.

Case Studies. This activity assists students in career exploration. After researching an occupation of their interest, students interview persons in that field. Questions may include such topics as a typical day, what they like and dislike about the job, the education needed for the job, and how they found the job. The students then write up the interview into a case study.

Job Sheet. After the students have completed cards with their names and occupations of interest, a career center staff member lists the resources in the center that will assist the student in learning more about the occupation. Students then use the list of suggested readings and viewings.

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*List taken from Axelrod, V.; Drier, H.; Kimmel, K.; and Sechler, J. Career resource centers. Center for Vocational Education, Columbus, Ohio, 1977.

Student Slide Show. Students develop a slide/tape presentation on a career-related topic (e.g., an occupation, a job-seeking experience, jobs in the community). They go through the process of taking the slides, having them developed, writing the tape script, recording the tape, and editing the presentation. These materials are then placed in the center.

Career Guidance Class. The career resource center staff provides a weekly course on career planning. During the course, students practice decision-making skills to better enable them to make career choices. These classes are generally offered in small groups on a voluntary basis and promote an active interchange of ideas.

College Night. Students and parents meet with college and university representatives in the career resource center to discuss such topics as admission procedures, financial aid, course of study, and tuition. The counselor also has on hand catalogs of colleges not represented so they too can be discussed with interested persons.

Placement Program. The job placement program assists students in obtaining part-and full-time employment during the school and summer months and after leaving school. The job placement counselor is located in the career center and all records are kept there.

Work Experience. Many students participate in work experience programs as part of their career exploration. Through these programs, students go out into the work world and receive on-the-job training with a salary.

Tape-A-Job. Students go out into the community and videotape persons performing various jobs. The tape is then placed in the career center for school use.

An Occupation a Month. Each month the tools and equipment associated with a different occupation are put on display in the career center. An explanation of how the materials are used is also provided.

Film Fare. During the lunch period and other appropriate times of day, career films are shown to interested students. The listing of the films to be shown is posted every week.

Speakers Bureau. During the school year, a variety of speakers from the community comes into the career resource center to speak on career topics. The students sign up ahead of time for the speakers they want to hear.

Peer Guidance. Students who are familiar with the career center and the materials therein aid other students in obtaining career information.

Career Carts. Materials from the career center are brought into the classroom. Selected items from the center are placed on a cart and taken to the classroom to enhance learning. The teachers request this service when they are conducting a class activity in which a career-related topic is being presented.

Field Trips. The career center sponsors field trips to various places of work or colleges and universities in the community. A sign-up sheet can be posted in the center to attract interested students.

Career Internship. Students spend one day a week in the community in an apprenticeship without pay, where they learn about or serve in a possible future career. These experiences may be arranged for students interested in both professional and nonprofessional positions.

Job-Seeking Seminar. Personnel managers from different businesses are brought in to acquaint students with the qualifications job-seekers need to be considered for employment. These seminars are very popular with senior students.

Academic Planning. Freshman students prepare a three-year educational plan with assistance from the guidance counselor. The students' parents are asked to come to the center to review the plan with the students.

Military Career Programs. Recruitment officers representing the armed services are invited to discuss the opportunities provided by the military. This activity is offered in the evening so that interested parents can attend.

Self-Awareness--Small Group Sessions. Small group sessions are offered for interested students in which self-awareness topics are presented. Activities which relate to attitudes and values clarification and sex and race stereotyping are provided.

National Association Career Weeks. A week each year is set aside by national professional associations to promote career and vocational guidance. The associations provide posters, listings of ideas for activities, and other materials to aid schools in implementing the activities. The National Vocational Guidance Association sponsors National Career Guidance Week. The American Vocational Association sponsors Vocational Education Week.

Community Career Training Program Directory. This directory provides information on area private institutions that have career training programs. This directory should be updated on a periodic basis.

Testing Service. In addition to offering a testing program for all students, the center provides individual opportunity for testing and consultation, especially to help undecided students and those seeking a career change. Interest inventories can be available, for example, at a special testing station in the career center.

Community Extension. The career center offers classes dealing with topics such as drug rehabilitation and mid-life career change for individuals in adult education programs (e.g., CETA) and community agencies. These classes can be offered in the evening to increase the availability and usefulness of the facility and resources.

Community Resource Forum. The career center sponsors programs open to community groups on topics of adult interest such as working mothers and entrepreneurship. Members of the community can be enlisted to serve as resource persons.

Faculty/Student Dialogue. Faculty members and career counselors informally dialogue with students about course selections and career options on an ongoing basis throughout the year. This casual approach may encourage students to be more spontaneous than in a structured interview setting.

Senior Parents Night. Special concerns of parents of senior students can be addressed in an evening meeting at the career center. Information about college boards, test results, postsecondary training opportunities, job applications, the local job market, and job interviews can be covered to help parents guide their children's preparation for graduation.

Relating Career Opportunities to College Majors. Group or independent study using information sheets prepared at the career resource center enables students to relate a range of career opportunities to different college programs. This approach adds flexibility to students' career planning.

ORGANIZATION

Administrators

The building level administrator and the guidance coordinator have the major responsibility for career guidance that is delivered within the building. This responsibility carries with it the need to provide ongoing leadership, assure staff support, and assure that sufficient resources are available. Supportive administrators can help assure the success of the career center by:

- supporting the development of or use of an existing advisory committee to develop and refine the plans for a career center;
- providing necessary facilities, funds, materials, and equipment;
- providing release time for individuals involved in career center development;
- providing opportunities for inservice education of staff, students, and community members; and
- supporting actively the idea of the career center as a responsibility of each staff member

Decision makers must be brought into the planning process. Administrators must be aware of what a career center can do and be interested in its potential if planning is to proceed.

Along with administrative support, it is important to obtain the support of staff members. To increase the probability of greater center use, staff members should be involved in the planning stages. The career center should be considered in light of its compatibility with existing school district goals. The proposed philosophy and purposes of the career center should be viewed in relation to existing programs. The career center should be congruent with the school's general objectives, as well as effectively integrated with the guidance program.

Advisory Committee

Advisors provide useful input for the planning, development, and operation of the career center. The role of the advisors, either informal or formal, is not one of making decisions but that of providing information on which decisions can be based.

Informal use of advisors can take place through personal contacts on an individual basis. Some school districts use the informal approach

initially for the purpose of obtaining community support, identifying human and material resources, and identifying key persons who may serve on a more formal advisory basis. A formal advisory committee could meet on a periodic basis whenever the need arises. The frequency of the contacts and meetings will vary according to the stage of career center development and operation.

Community representation should be considered in the selection of advisory committee members. A cross section of individuals representing various levels of employment should be sought. In addition, students can provide worthwhile input based on their concerns.

Staff

The staff of a career center is often dependent upon local conditions including: the type of program planned; the staff available; and the location and structure of the center.

Ideally, the career center would have a coordinator who would be a professional counselor and have some experience in career and/or vocational counseling. This responsibility would be a part of other total responsibilities or it could be a full time role. Some districts might not enjoy the services of a full-time counselor and could reasonably expect an active center with a part-time professional as the coordinator.

In addition to the coordinator, many established centers utilize the services of paraprofessional clerical and student staff. After careful training, paraprofessionals can reasonably be expected to perform many of the daily activities of the center except for in-depth career counseling. Paraprofessionals can assist students in information seeking activities that are the main service of the career center. Knowledge of career information location, the use of audio-visual aides and the ability to communicate effectively are requirements of this person. In addition, it may be necessary for the paraprofessional to maintain all records, check out materials, arrange bulletin boards and so forth. This is an important position in the center and requires responsible and motivated persons to fulfill the role.

The type of staff utilized is different in every district. Some districts employ counselors on a rotating basis with each counselor responsible for the center on a weekly or monthly basis. Other centers are run almost exclusively by students with the supervision of a clerical aide. Others enlist the help of community volunteers, who after training, are very effective in assisting students or teachers using the center. The staff utilized may vary greatly from center to center and yet reflect an adequate service. The most important consideration of staffing should be that the staff will be part of a total school program and needs to fit into the overall organization of that district.

Facilities

One of the first questions asked by persons responsible for a career center is, Where should the center be located? A career center may be located in a room set aside in a school, or even a separate building. Existing facilities such as classrooms can accommodate the services and programs of the career center. Specifically, some of the questions that should be asked include the following:

- Is its location convenient for potential students?
- Is it of adequate size?
- Does it support the services and programs to be provided?
- Is it comfortable and attractive?
- Can it be modified?

Ideally, a central location in terms of client traffic is most desirable. It is also important to try to locate the center away from administrative offices. Suggested areas include near the lunchroom, near the student commons, or adjacent to the counseling offices. The ground floor generally is recommended for easy access. The most critical determinant of location is providing one that will maximize center use.

Several factors influence the center's size. Among these are the types of programs and activities that will be offered; the number of students to be served; and the needs of other potential users. Initially, 500 square feet is considered minimum for a new center--

most centers will need to expand to larger facilities. If at all possible, avoid the possibility of instant obsolescence by allowing sufficient space for an entire class to use the center at one time. A well-designed career resource center serves both the individualized and group instruction needs of the program. In estimating space requirements, the following areas should be considered:

- individual work areas
- group work areas
- display areas
- staff areas
- storage areas
- traffic lanes
- audiovisual viewing areas

In general, the facility for the career center requires an open space with lots of storage capacity. Adequate lighting for reading is also a necessity. Other optional but functional equipment includes:

- open topped files for briefs
- bookcases to hold informational materials
- bulletin boards for display areas
- desks or tables and chairs for a study area
- display racks to disseminate personal-social information
- mobile shelving allowing movement of materials for classroom presentation
- filing cabinets for storage of materials
- audio cassette recorder and headphones to play recording of local occupations
- tape rack to hold the audio tapes
- microfische reader
- a copying device to duplicate materials

Often an art or home economics class can be persuaded to lend a hand to decorate the center so it will look unique, interesting and yet practical.

Areas and Stations

Local Opportunities. This section of the career center focuses on local businesses and occupations. It is designed to give the student exposure to local conditions. Included in this section may be:

• Audio tapes of local occupations--Cassette tapes completed by a local person where they are responding to a structured interview (ex. What apprenticeship period did you have to work? What skills are necessary for this type of job?)

• Local business briefs--Description of local businesses and what occupational categories they employ. Might include all major types of businesses in the area. Preferably, would include a description of job postings they might use in search of persons to work for them.

• Local card sort--A card sort of local occupations could be generated allowing for flexibility in self-exploration by the student with help from an aide or counselor.

Occupational Information. Occupational information includes directories of occupations on a national level. These directories include descriptions and trends in occupations, number of people working in occupations, salaries in occupations and so forth. This section should also include occupational briefs which deal with individual occupations in the same manner as the directories. Examples include:

• Dictionary of Occupational Titles (DOT)--The DOT is published by the U.S. Department of Labor and includes standardized and comprehensive descriptions of job duties and related information for 20,000 occupations. It groups occupations into classification structures based on inter-relationships of job tasks and requirements.

• Occupational Outlook Handbook (OOH)--This handbook contains over 850 thorough job descriptions, each of which includes a section on additional sources of information. It is updated every two years and is quite an inexpensive resource for a career center. The Handbook is published by the U.S. Department of Labor, Bureau of Labor Statistics.

• Statewide Occupational Information System--This is a system of occupational and vocational information developed to help describe

state jobs and institutions. Its components are disseminated by a microfilm reader or a computer-assisted program. Typical components include information about occupational clusters and school information on college, junior colleges and area vocational technical schools.

• Occupational Briefs--Careers, Inc., is a private company that will supply occupational briefs containing comprehensive information on general occupational fields or occupational summaries which are shorter descriptions of specific occupations. Both include duties, working conditions, earnings and employment outlook. Science Research Associates, Inc., (SRA) is another private company that will supply occupational briefs that provide a thorough description of individual jobs including qualifications, training, earnings, and outlook, plus related references.

• Subject Cluster Occupational Briefs--There are several companies and agencies that group occupations according to subject areas in schools. This usually is in the form of notebooks and lists. Some examples are the Houghton Mifflin Company which supplies lists by subject areas, e.g., science, mathematics, and the Center for Vocational Education which supplies teacher guides for career education by subject area. Their guides have examples of occupations in that subject area.

Educational and Training Resources. This area emphasizes post-high school programs of education or training. Included in this area would be all materials and catalogues pertaining to occupational training institutions and two- or four-year colleges.

• Technical and private school information. Information in the area can best be summarized through acquiring directories. A library of individual catalogues from each school should also be built up over a period of time. Examples of directories include:

- Lovejoy's Career and Vocational School Guide
- Directory of Private and Vocational Schools
- Ferguson's Guide to Two-Year College Programs for Technicians and Specialists
- The National Guidance Handbook-A Guide to Vocational Education Programs
- Getting Skilled-A Guide to Private Trade and Technical Schools
- How to Select a Private Vocational School

College Information. Information about two- and four-year colleges is available in summarized form as well as in catalogue format from individual colleges. Examples of summaries include:

- Peterson's Guide to College Admission
- Lovejoy's College Guide
- Directory of Predominantly Black Colleges and Universities in the U.S.
- College Admission Data Service
- The College Handbook-Index of Majors
- The College Handbook
- The Counselors Comparative Guide to American Colleges
- Barron's Profile of American Colleges
- Patterson's Schools Classified

Armed Services Information. The U.S. Army published a Career and Education Guide that includes a counselor edition, student edition and audio-viewed supplement. The Army also will supply pamphlets to be distributed to students. It also furnishes information about its Service Academy. The U.S. Navy publishes a yearly Navy Career Guide and also provides pamphlets for direct student consumption. It will also furnish information about its Service Academy. The U.S. Marines supply distributable information about service careers in display pockets. The U.S. Air Force supplies a Counselor Reference Book, pamphlets for consumption and display materials. It will also provide information on its Service Academy. The U.S. Coast Guard will provide materials and pamphlets for student use and for display. It will also provide information about its Academy.

Ancillary Information. This area is a support service to other areas of the career. It provides necessary information if certain career choices are made by the student or may help in making those career choices. Information here can best be provided in summary format.

- Scholarships. Summaries of scholarship information plus local scholarship information should be provided. Examples include The A and B's of Merit Scholarships, NVC Opportunity Directory, Need a Lift, and local scholarships.

Testing. Certain tests are required for some positions, college entrance and technical school entrance. Examples include SAT, ACT, and CLEP.

Financial Aids. Many students will need support to train for an occupation or go on to advanced educational programs. Many college and technical schools provide assistance and information can be obtained directly from them. Examples of summaries for a center include Financial Aids for Higher Education, Need a Lift, and Post-Secondary Institutions Eligible for the Basic Grants Program.

Display Area. This section of the career center may be inside or outside of the center. It is designed for announcements about upcoming events, interviews, and so forth. This area may also be used to display concepts about careers, including career or subject cluster information. The purpose of this area is to attract attention and interest towards the center in a positive, visual manner.

Placement and Follow-Up. This area involves a mutually beneficial arrangement between an employer and the students. The service provided by the center is of benefit to both of these groups. For the student, the service offers job exposure, work experience, and development of employable skills. For the employer, the service offers inexpensive job advertisement and greater selection of future employees.

Job Posting. A space for job posting is necessary as well as a uniform posting card. A bulletin board may be sufficient with up-to-date cards that include at least names or organizations, addresses of organizations, telephone numbers of organizations, persons to contact, responsibilities, hours, rates of pay and other pertinent information.

Business Contacts. A list of businesses contacted and job postings will need to be kept by the counselor. If this list is kept up-to-date, the counselor can work directly from it and will soon have an active list of businesses willing to employ the school youth.

Follow-up. A record of jobs obtained by the students is the evaluation of the effectiveness of the placement section of the career center. In addition, students failing to get jobs can be used in learning experiences with activities designed to enhance those job seeking skills they may be lacking.

Personal-Social Area. This area of the center would involve general information of a personal-social nature. Included here are free inexpensive government pamphlets concerning a variety of issues, local sources of aid from civic, service or welfare agencies plus other resource contacts. Career magazines can also be displayed here. Students may be given the option of selecting and taking pertinent information with them.

Work or Study Area. An area of the center needs to be set aside as a work or study area. In this area, the students can work independently on occupational interest surveys or inventories, identify career skills they already possess, or identify the priorities that are important to them in a career. Group activities can be used for value clarification activities and employability skill development.

Filing Systems. Occupational information has to be filed so that students will be able to find relevant materials. Various systems can be used to file this information. There are advantages and disadvantages with each filing system.

D.O.T. (Dictionary of Occupational Titles)--Based--The D.O.T. coding system is the basis for a filing option. The occupational materials are filed according to the classifications with the D.O.T. This is a common filing system. Through this system all related occupations are placed together. However, to use this system one needs to have knowledge of the D.O.T. system and must refer to the code numbers before retrieving materials. Also, revisions in the D.O.T. might necessitate refiling.

Occupational Clusters--The fifteen USOE occupational clusters can form the basis for a filing system of occupational information. This system clusters related occupations together and can be used fairly easily. Materials can be filed alphabetically within the clusters. The fifteen clusters are as follows:

- Agribusiness and Natural Resources
- Business and Office
- Communication and Media
- Construction
- Consumer and Homemaking Education
- Environment
- Fine Arts and Humanities
- Health
- Hospitality and Recreation
- Manufacturing
- Marine Science
- Marketing and Distribution
- Personal Services
- Public Service
- Transportation

Academic Subject Classification--Occupational materials can be filed according to school subject areas to which they relate. The appropriate occupations related to each subject are arranged alphabetically under the subject heading. Students can easily identify with the academic areas and see which occupations are associated with different areas. On the other hand, extensive cross-referencing is needed since one occupation can pertain to more than one academic area.

Library Classification--A modification of the Dewey Decimal System can be used as a filing system. This type of system is one which most people are somewhat familiar with and can easily use. However, in order to implement the system, one needs to know how to set up the Dewey Decimal System.

Interest Areas--This plan calls for filing occupational information according to areas of interest or personality characteristics. This approach will necessitate the school adopting an interest inventory so that the categories can be established. This plan is expandable and easy to use by students and especially so if there is an interest inventory administered to all students. Other materials may be related to the system. For example, the Holland System is used with the Self-Directed Search materials. Filing occupational information according to the Holland personality and environmental types may increase the utility of all materials. The six basic Holland types are realistic, investigative, artistic, social, enterprising and conventional.

*A Calendar of Events**. The center becomes the location of a wide variety of activities. These might include testing, guest speakers discussing occupations, college/university speakers, classroom activities, small groups of students representing interest groups, orientation exercises, advisory committee meeting and/or teaching staff meetings. Counselors may conduct activities such as teaching units on decision making, choosing friends or might have all new students meet in the center periodically to monitor their adjustment.

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*Adapted from Johnson, C. Developing facility maintenance competencies for career resource technicians, National Consortium of Competency-Based Staff Development, American Institutes for Research, Palo Alto, California, 1976.

The unexpected can usually be expected. Therefore, it becomes important that a calendar of scheduled events be maintained, published and distributed periodically.

The calendar shall be in many forms and shall be in many locations with many individuals. It shall contain a day-by-day list of scheduled events including what the event is, what date it will take place, who is in charge and who will attend. It is constructed and maintained by the staff member in charge.

Master Calendar. This large calendar is usually kept in the career resource center. It displays one month at a time on approximately 18" x 24" size paper, the day-by-day activities taking place in the center. It should be posted near the coordinator's desk for planning and entry purposes.

A color coding system may be used for entries to provide a better visual image for students, parents and staff members. A sample coding system follows:

Red can represent all activities dealing with educational information such as college/university speakers, college admission testing information, and/or scholarship information.

Green might indicate those special programs focused on career development such as career/guest speakers, testing, films and/or field trip experiences.

Yellow can designate activities generated by the placement section and/or work experience office. These offerings might include orientation, job application training, employer interviews or actual job openings.

Brown might represent orientation activities, classroom activities and/or those guidance activities where groups of students are expected to do career/occupational research under the direction of a counselor and/or teacher.

Blue may be the color that will be designated to highlight new materials available for preview and/or use in the center for teacher and/or student use.

Other systems may be designed by the coordinator. It is recommended that a system of entries be initiated and maintained.

A typical day's entry might look like the one on the following page.

November 18

- College Representative from the University at 9:00 a.m., chaired by Mr. Jones, Counselor (in red)
- Career Resource Center Advisory Committee meeting at 1:00 p.m., chaired by Ms. Smith, Counselor (in black)
- Guest Speaker on Careers in Government coordinated by Social Studies Chairman. (in green)
- New film available for preview "Planning for Fun" (in green)
- English classes of Mr. Brown to do career activity (in brown)

The master calendar will assure that (1) large groups will not have conflicting dates and times; (2) the groups using the center will be manageable; (3) coordinated planning will assure quality use of time; (4) responsibilities will be delineated; (5) different uses and the number of uses will be recorded for evaluation reasons; and (6) each staff member will know in advance what times and events can be utilized to promote student learning.

A duplicate calendar needs to be maintained in the office of the professional in charge of the center. This data will enhance the monitoring of the operations and will enhance data collection for the support of the facility. If possible, duplicate calendars should be located in the other counselors' offices and in the office of the principal.

The importance of recording the events cannot be overstressed. The method of collecting events for recording is, therefore, of great importance. Listed below is a framework which can be used for planning.

1. Prior to the opening of school, record key dates on testing, orientation activities and committee meetings. This information is usually available from the principal and/or counselors and district bulletins.

2. Counselor meetings should be attended by a center staff member because it is usually during this time activities are planned and the dates and resources are committed. The center staff can supply

information on established conflicting dates and available resources in the center.

3. Teachers should be surveyed to discover the dates they would like to use the center, the time of day they will bring or send their students, the materials they would like to have available and the assistance they want from the center.

4. A monthly or weekly update is usually necessary to maintain communication and to insure there are not conflicts regarding dates, times and/or use of equipment and materials.

Publicizing Center Events

The avenues for publicizing center events and activities include bulletin boards, daily announcements, student bulletins, newsletters to students and parents, newspaper releases, posters, radio, television spots and duplication of a monthly calendar to be posted in each classroom.

Bulletin Boards. Bulletin boards serve two purposes. They advertise the activities and events of the center, and they provide focus on careers. An attractive bulletin board situated near the career resource center makes people aware of the center's activities. Eye-catching messages and photographs of students taking part in career resource center activities add interest to the display. Other bulletin boards, in and out of the center, that highlight careers are effective in making students aware of the variety of careers. Bulletin board development is a good activity for students. By researching aspects of a particular career and attractively displaying this information on a bulletin board, students gain knowledge of and perhaps a greater interest in certain careers.

Daily Announcements and Daily Bulletins. These communications are an integral part of almost every school's daily routine. The announcement of center events should be included in both communications. Creative marks can stimulate student participation.

Career Center Newsletters. A possible journalism class project is the development of career center newsletters. The students interview center staff and users to obtain information about the activities of the center, e.g., new materials, guest speakers, upcoming events,

and then write the articles. After the articles have been approved by the career resource center coordinator and the journalism teacher, the students lay out the newsletter and have it printed and distributed. The newsletter should be distributed to teachers, students, administrators, parents, employers, and other interested persons.

Radio and Television Spots. These marketing sources are available in many areas and are viewed or listened to by many students and parents. Spot announcements and skits by students can create interest, e.g., high-lighting "Careers of the Month." Special events should be released to local media. This will facilitate good public relations with the local community. If possible, this activity can be handled by journalism classes or by the counseling staff.

Assessment

Assessment is an integral part of the daily functioning of the career center. It is possible to assess any or all of the components of the center, but generally, directors choose to allot a minimum of time to assessment. Therefore, the components that are assessed become rather important. The most important function of the assessment revolves around its ability to provide feedback regarding which components are effective in meeting the students' needs.

The most logical assessment tool would be a numerical count of the students who use the center. Another variation of this count could involve a numerical description of the number of items that students, teachers, and counselors use from the center. This description may be easier to collect than it appears, if a catalogue and checkout system is installed.

In a more general sense, the establishment of the center is based on the concept of student needs. It would seem logical then to obtain a survey of the needs of the students. With the information from these surveys, the staff will want to emphasize those areas of the center that seem to offer the students information and guidance in those areas that they indicate a need. After the career center is in full operation, it would be advantageous to get feedback from students and staff on the effectiveness of it in meeting their needs. This can be accomplished by using a feedback questionnaire filled out by visitors to the center. The information that is gathered from this feedback should be used to

correct any operating problems that the center may be experiencing. A questionnaire of this type reflects the attitude and ability of the counselor and aides in the center, the materials available and the skill in matching information to students needs.

Finally, many individual components of the career center can be assessed separately. For example, the placement section could be evaluated by assessing employers' and employed students' satisfaction with the service. An example of an employer follow-up is enclosed as part of this package. After students use the center for research, it would be easy to prepare an assessment device that measures whether they actually obtained the information they were seeking. Another component of the center involves group and individual activities revolving around self-awareness.

This area has many devices often provided by publishers of books, games and activities in a particular area (i.e., values clarification). The staff must use personal discretion when deciding which components are necessary to be assessed and how much time and effort can be spent on the evaluation.

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COMMUNITY RESOURCE DIRECTORY

Community Survey

Name _____

Address _____

_____

Phone _____

1. Would you be willing to assist in conducting career resource center activities?

   Yes ☐ No ☐

2. If yes, please check the type of activity you would be able to conduct.

   Field Trip ☐ Speaker ☐ College Night ☐

   Workshop ☐ Career Day ☐ Other ☐

   Identify_____

3. Please describe your occupation and/or special areas of interest.

4. What is the most convenient day and time you could serve as a resource person?

   Day _____ Time _____

5. Would you be interested in serving as a volunteer in the career resource center?

   Yes ☐ No ☐

EMPLOYER FOLLOW-UP QUESTIONNAIRE

STUDENT: _____

COMPANY NAME: _____

ADDRESS: _____ PHONE: _____

TYPE OF BUSINESS: _____ NO. OF EMPLOYEES: ____

SCHOOL SUPPLYING STUDENTS: _____

	YES	NO	DON'T KNOW
1. Was the placement service adequately discussed with you?	____	____	____
2. Do you know how to request assistance from the school if a student turns out to be unsatisfactory?	____	____	____
3. Do you know what assistance the school can give if a student turns out to be unsatisfactory?	____	____	____
4. Did the student exhibit:			
a. good work habits?	____	____	____
b. job knowledge?	____	____	____
c. good personal habits?	____	____	____
5. Were you satisfied overall with the students?	____	____	____
6. Would you hire this student full-time if you had an appropriate job for him?	____	____	____
7. Would you continue to hire students?	____	____	____

_____
Signature of person doing follow-up

_____
Date of follow-up

JOB POSTING CARD FOR PLACEMENT ACTIVITIES

Date _____

Name of Organization _____

Address _____

Person to Contact _____ Telephone _____

Responsibilities: (days, hours, duration, description, etc.)

_____

_____

_____

_____ Rate of Pay _____

Additional Information _____

_____

_____

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STRUCTURED INTERVIEW QUESTIONS FOR AUDIO TAPES

1. What are the responsibilities of your job?

2. Are these duties the same for everyone with this job title? If not, what are their duties?

3. What is the normal routine of your day?

4. How did you happen to get into your line of work?

5. What do you like and dislike about your work?

6. What kind of individual (in terms of talent and personality) would be best-suited to this kind of job?

7. What are the prospects for someone entering your field today? In the future?

8. What advice do you have for students who are considering preparing themselves for careers in this field?
   - In terms of college preparation:
     1. Major-Minor
     2. Important Courses
     3. Extra-curricular Activities
   - In terms of advanced degrees
   - In terms of work experience
     1. Volunteer
     2. Summer
     3. Part-time
     4. Internship/Externship

9. What advice do you have for students (seniors) who have prepared themselves for this field as to how to go about applying for and finding a job in this field?
   - How can a student find out about job openings? Listings?
   - When your organization has an opening, how do you go about filling it?
   - What types of atypical organizations might employ people doing similar types of work (places students might not think of)?

10. What kind of training programs are available?

11. How do salaries in your field compare with other fields? On the entry level? On higher levels?

12. How much travel is required in the various jobs in this field?

13. Who else do you know that is working in this field who might be willing to talk with students?

14. Are there other sources of information you might suggest to students interested in this field (professional journals, newsletters, national societies or associations)?

15. Are there any other comments you wish to make?